

Program Development: Getting Organized



Objectives

You will learn how:

- ◆ To evaluate resident needs.
- ◆ To design new program activities, goals, and outcomes for your center.
- ◆ To evaluate and modify programs annually.

Key Points

- ◆ Assessment tools and methods.
- ◆ Strategies for program implementation.
- ◆ Evaluation tools and methods.



Program Development Materials

Program Development*

Purpose of the Training

Participants will learn how to assess resident needs and create effective programs to address them.

Program development is the core of a center's successful operation and sustainability. Provide programs and services that are relevant to center users, and center users will keep on returning to the center, funders will continue funding programs (and even expand their commitments), volunteers will flock to the center, and partners will readily step up to the plate with additional donations and resources.

This section describes some of the programs commonly offered through Neighborhood Networks centers and offers guidance about how to determine the priorities and interests of residents. It also provides practical tips about commonly offered programs.

This section also describes communications strategies center organizers can use to inform target audiences within their community about their programs and successes. These include newsletters and other general public awareness strategies, such as media outreach, outreach to local officials, and public meetings.

Finally, this section primarily focuses on the technology-driven programs. Additional resources to assist a center planner with non-technology-based programs is available by calling the Neighborhood Networks hotline at (888) 312-2743.

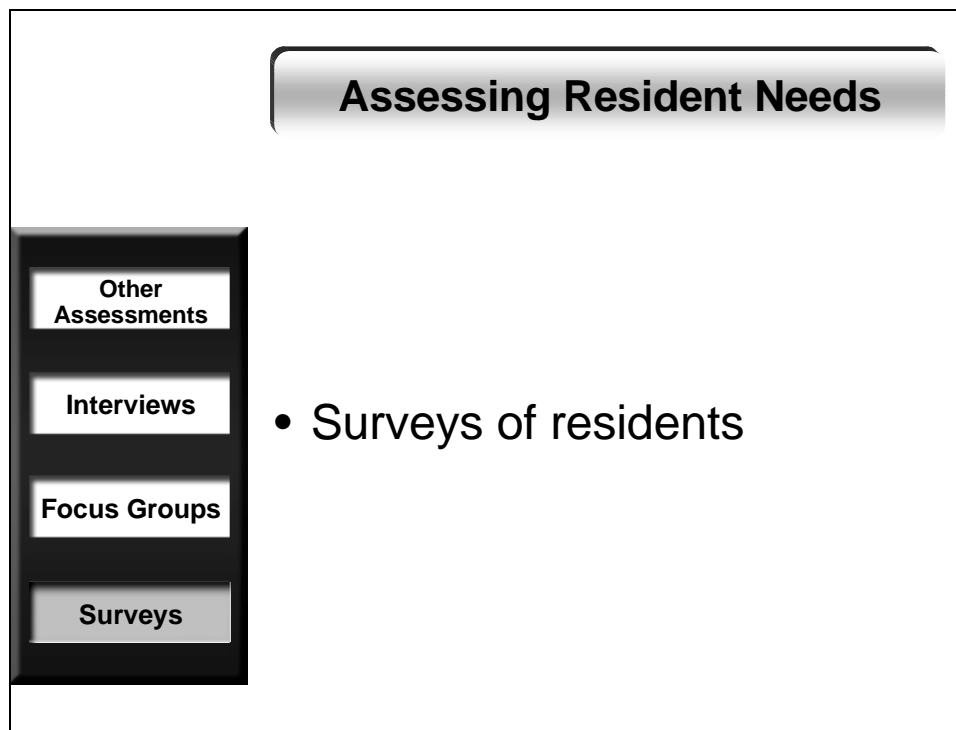
Selecting Programs

By surveying the community and discovering program and partnership options, you may have an idea about which programs it would make sense for your center to offer. The most vital

* From *Open for Business*, Section 5.

information, however, comes directly from your residents. The Neighborhood Networks Strategic Tracking and Reporting Tool (START) assists center planners in conducting this survey. START is the online business plan tool developed by Neighborhood Networks in 2000 to help centers identify center users, partners, and programs; maintain current records about them; and assess their value.

Resident Survey



A survey of residents should be easy and straightforward. The survey will accomplish two goals. It will help you identify the programs that will be valuable to residents and attract residents to the programs and services the center offers. By establishing programs that are of interest to residents, the center will improve its utilization and obtain programmatic goals.

As a center planner, it is important to keep a few things in mind when planning a survey:

- ❑ **Conducting the survey.** Make sure that you know exactly what information you would like to obtain from the survey. It is recommended that residents be surveyed annually so it is important that the survey contain the best questions possible.
- ❑ **Preparing and scheduling residents for the survey.** Let residents know a survey will be conducted. Do not surprise them with it and make sure it is conducted when residents have time to participate. Holidays and school recess or vacations can be inconvenient times for residents to participate.
- ❑ **Maintaining confidentiality.** Many residents are wary of surveys. Unless it is absolutely necessary, do not ask for their name, apartment number, or other distinguishing characteristics.
- ❑ **Collecting and reviewing completed surveys.** Set deadlines to ensure that residents return the survey to you in a timely fashion.
- ❑ **Determining the adequacy of the response rate.** Determine if enough residents completed the survey to provide an adequate picture of center operations. One way to entice residents

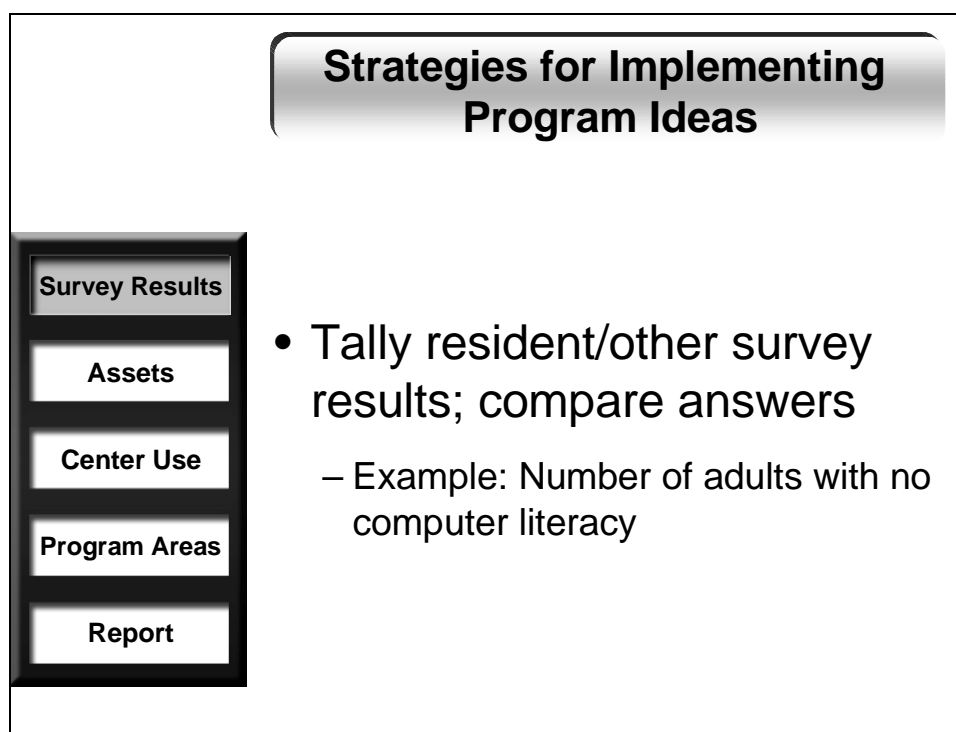
to complete the survey is to offer an incentive. Some centers, such as the Villages of Marley Station Neighborhood Networks Center in Glen Burnie, Maryland, partnered with a local grocery store and gave residents \$5 gift certificates toward the purchase of groceries for completing the survey.

Demographic Survey

The first step in learning more about the residents who use your Neighborhood Networks center is to obtain information about them. START has a Demographic Reporting Form that can be useful. This allows a center planner to enter in the number of residents and such characteristics as race, gender, and education level. If you simply enter numbers, the START tool will calculate, record, and maintain the accurate demographic makeup of the center. This step will help center planners select programs and services that are appropriate for the residents the center serves.

Program Survey

After you have completed the demographic portion of the survey, it is important to ask the residents about their interests. The residents determine the program focus, so make sure you understand what will help them achieve their goals, whether it is getting a job or an education, or helping children be academic achievers.



It is possible to use START for this task. Once residents identify programs that would be of interest to them, collect the responses and tally the results. Record the total number of residents who responded to the survey and the total number of marks for each survey item. Enter them into START to find out how important these programs are. The START tool will calculate the level of overall interest. This will allow you to gauge which programs will be the most successful.

Access START by visiting the Neighborhood Networks Web page and clicking on *Business Plan Resources* on the left-hand toolbar.

Program Planning

Now that you have determined residents' interest, it is time to develop appropriate programs.

Look at the results of the program survey completed through START. How did the results rank resident interest for each program activity?

Here are a few questions to ask yourself regarding the results:

- ☐ What programs does the center intend to offer?
- ☐ How do these programs compare with what residents want?
- ☐ Have the residents identified any programs that you are not prepared to offer?

Although establishing an initial focus for the Neighborhood Networks center and engaging in preliminary program planning are essential steps, the results must not be regarded as set in stone. It is more than likely that the center's focus areas may change or broaden as the center matures. It is also important to realize that it may not be possible to accommodate every need and interest in the time available. Leave room for constructive response once usage patterns emerge and active participant needs can be identified.

Program Planning Paranoia

Planning programs for residents can be stressful. Some residents want some things and some residents want others. Do not try to please everyone at the same time—this will cause undue stress for you and the residents. It is better to establish a handful of strong programs than to create a jumble of programs that never fully serves the residents.

Remember, you can please some of the people all of the time. You can please all of the people some of the time. But you can't please all of the people all of the time.

Here are some examples of programs that have proven successful at Neighborhood Networks centers across the country and important considerations for each of them:

Public Access and/or Open Lab Time

Most centers will want to include some public access or open lab time. This can be essential in marketing the specific programs to residents.

- ☐ Public access offers members of the community the opportunity to use computer and communications technologies to explore their own interests, develop skills, and discover what computer technology can do.
- ☐ Open lab time provides those involved in structured classes with opportunities to practice their skills or explore new ones.
- ☐ Some centers ask for a voluntary contribution of \$1 to \$2 from participants to use an open lab. This modest fee can help defray operational costs such as printer paper, diskettes, and other center supplies.

Although open lab time is an essential part of any Neighborhood Networks center and does not require much in terms of program planning, it is important to keep in mind a few suggestions:

- ☐ It may be necessary to designate times specifically for children and other times for teens and adults.
- ☐ It is important to schedule times during the day and the evening according to resident survey responses.
- ☐ It is advisable to have introductory (or basic) programs for the most popular software. Remember that popularity shifts frequently so what is appropriate today can be obsolete tomorrow.
- ☐ This will normally be a heavy usage time. It is advisable to have a high concentration of staff or volunteers present to provide assistance and even serve as traffic managers so everyone has the computer access they need.

- ❑ If public access is to include Internet access, more than one phone line or high-capacity access line may be needed. Special rules limiting one person's access time may need to be implemented.

Preschool and Family Programs

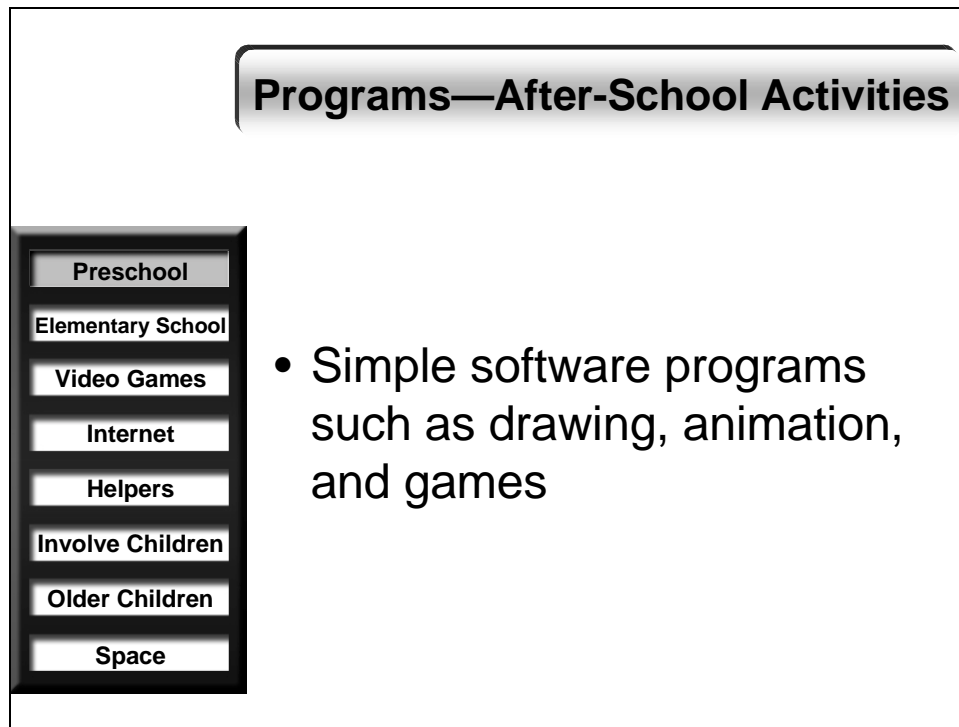
Many centers have a high percentage of young children. These preschool and family programs can help build the sense of community essential to any center:

- ❑ Times when parents can bring young children and work together with them to explore appropriate software, such as drawing, animation, and learning games.
- ❑ Opportunities to partner with a local Even Start, Head Start, or daycare program that may not have access to computers.

There are many important issues to consider about programs for young children and families:

- ❑ The attention span of young children is limited, so sessions should be short—a half-hour or 45 minutes at most.
- ❑ Young children may not be able to reach the mouse or keyboard comfortably from ordinary chair height. If you do not have adjustable chairs, stock booster seats or plenty of telephone books or similar items.
- ❑ Parents may need prior guidance in using the software to enable them to work efficiently with their children. Plan an introductory session solely with the parents.

After-School Activities



Many centers offer children the opportunity to come to the center after school by offering educational programs especially for them. Children see these programs as fun and exciting times away from the classroom. The secret is that most children do not realize they are doing school-related activities while they are gaining skills that will prove worthwhile in the future.

Some children will enjoy:

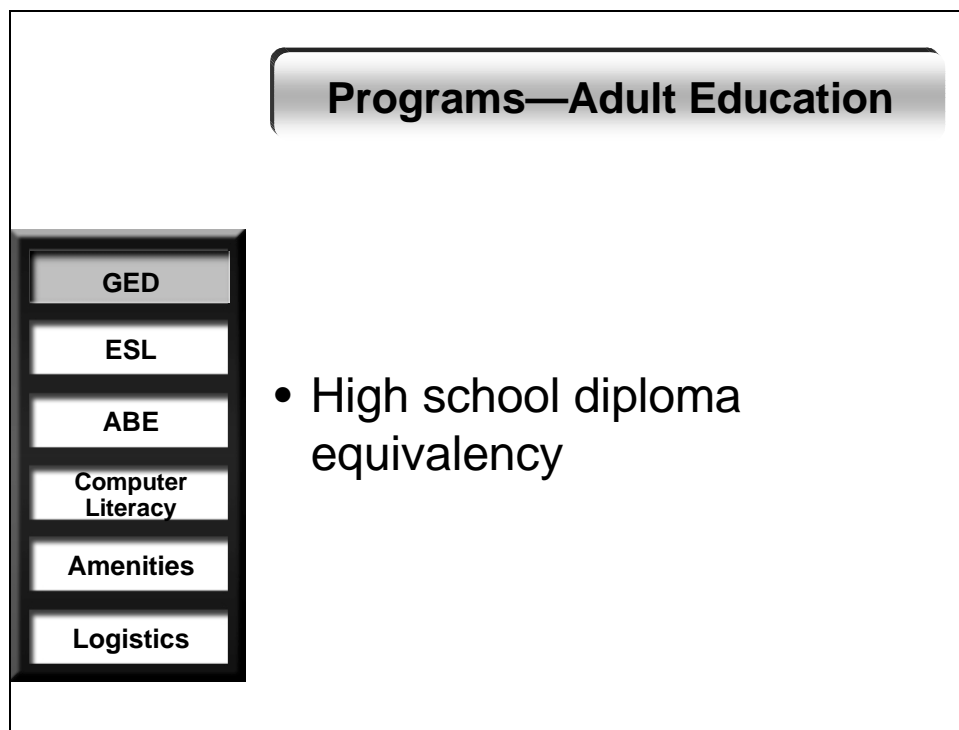
- ❑ **Subject-area activities.** Commercial software that offers homework help, tutorials, and other activities covering such subjects as reading, writing, math, or science.
- ❑ **Games.** Games can be effective tools for getting children interested in learning more about computer technology. Be wary of games, however. Too many espouse violence or are otherwise inappropriate.
- ❑ **Exploring the Internet.** Once children are equipped with basic computer skills, they may wish to test and improve their skills on the World Wide Web. This can be a research tool, communication method, or skill-building program.
- ❑ **Multimedia publishing.** Children may quickly become skilled in designing Web pages, constructing family or neighborhood profiles, and creating programs for school.

Allowing children to use the Neighborhood Networks center often requires much patience and understanding. Many times parents use the center as childcare. It is up to you to limit those types of activities at your discretion.

Here are other considerations when developing programs for children:

- ❑ **Know every child.** Enforce sign-in and sign-out procedures. Be sure you can notify an appropriate person if special circumstances arise.
- ❑ **Make sure children know the rules of the center.** Young people working alone need frequent attention. To facilitate peer tutoring and collaborative leadership, encourage two or more children to work together at a single computer.
- ❑ Kids need space not just to use the computer but also to stow such items as their book bags and coats.

Adult Education



Establishing a comprehensive adult education program will involve far more than just computers at the Neighborhood Networks center. There will need to be classroom or tutorial space for non-

computer-based learning and instructors with experience and qualifications needed to teach these classes. Rather than developing an adult education program from the ground up, partner with an existing program in the community.

Adult education generally includes:

- ❑ **General equivalency diploma (GED) training.** This program teaches specific academics that earn participants a diploma—equivalent to a high school diploma—when they successfully pass a GED exam.
- ❑ **English as a second language (ESL) courses.** These programs teach people the basic skills to speak and understand English. The class concludes with a test measuring a student's fluency in English.
- ❑ **Adult basic education (ABE) classes.** These classes enable residents to develop the ability to read, write, and perform basic math. Learners progress to GED classes.
- ❑ **Lifelong learning opportunities.** These include extension courses, associate degrees, and distance learning.
- ❑ **Basic computer education.** These workshops introduce participants to the keyboard and mouse, show them how to turn the machine on and off, and teach basic applications that enable users to operate a computer without supervision and prepare for advanced training.

Many adults need to feel comfortable in the center. The thought of someone telling them what to do may be intimidating, so comfort with their surroundings is crucial. Here are some issues to consider:

- ❑ Many adults must bring their children with them to the center. The center should establish simultaneous classes for the children or a play area.
- ❑ Some adults prefer to learn among other adults rather than in a class integrated with children. If possible, set aside teaching time specifically for adult instruction.
- ❑ Many adults work; accommodate their schedules.

Senior Services

Programs—Senior Services

- Graphic arts
- Games
- Financial planning assistance
- Family history
- Identifying healthcare services
- Information services
- Seniors-only courses
- Small classes

Often family and friends no longer live nearby, so many seniors feel isolated. Therefore, it is important to create programs and services that promote quality of life.

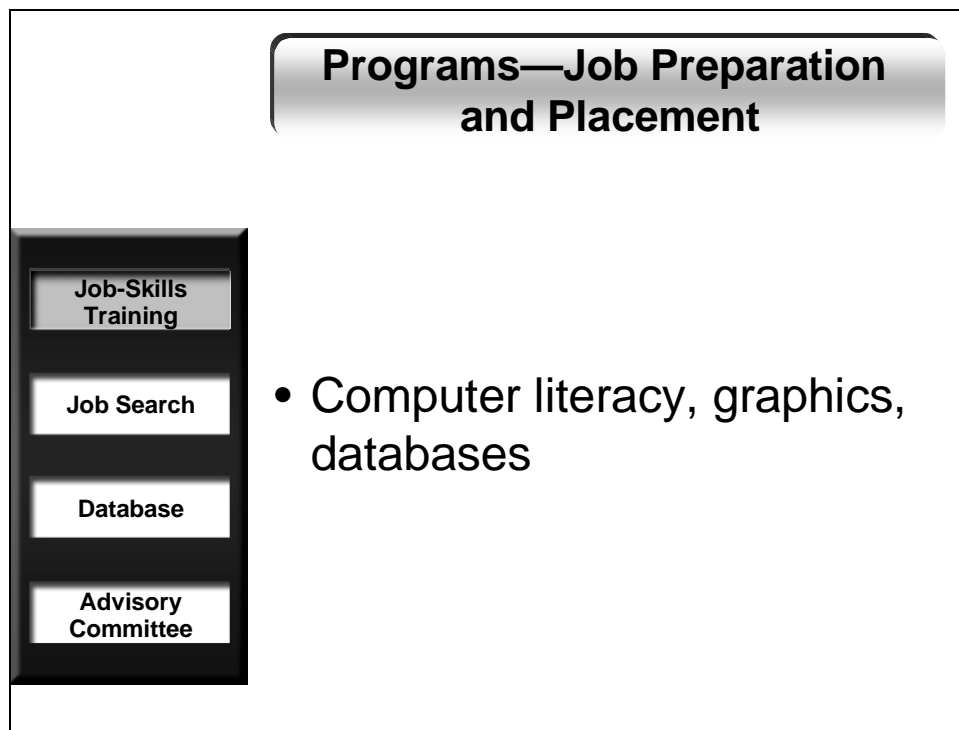
Seniors may enjoy:

- ❑ Mentoring younger people.
- ❑ Games such as chess or backgammon.
- ❑ Telecommunications contact with relatives and friends through e-mail and Internet phone.
- ❑ Telecommunications and CD-ROM-based travel explorations.
- ❑ Financial planning.
- ❑ Family tree programs and genealogical research.
- ❑ Information about healthcare and social services.
- ❑ Just being part of the communications age.

Seniors often prefer to learn about computers in classes made up of other seniors. Offering a “seniors only” session may spark interest in the center and make seniors more likely to return. Oftentimes, Neighborhood Networks centers offer senior programming during the day, when children attend school and most adults work.

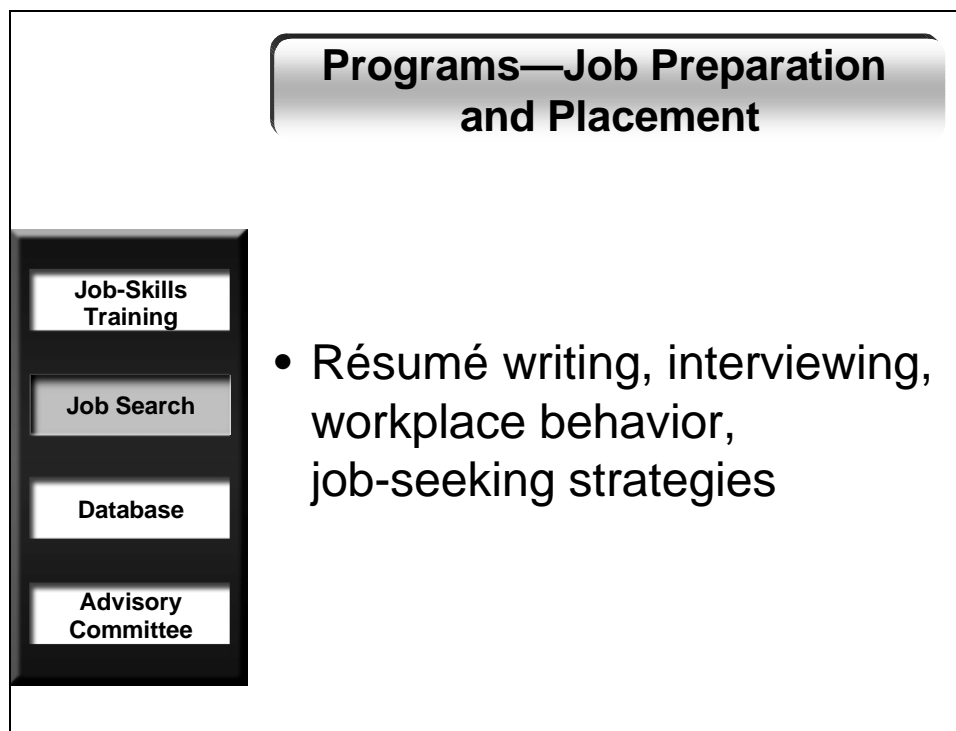
There are seniors who enjoy being around younger people. They make great volunteers and center operators should consider hiring them as part-time staff.

Career Development and Job Preparation



As with adult education, a comprehensive job preparation focus will entail additional non-computer classroom space and instructors who have the experience and qualifications needed to conduct the classes. Job preparation generally includes both job skills training and job search activities.

Job skills training includes such classes as basic computer literacy, keyboarding skills, word processing, graphics applications, spreadsheets, databases, and other office skills.



Job search activities include résumé writing workshops and classes teaching interviewing skills (such as what questions to ask and what is likely to be asked), how to dress, workplace behavior training, and how and where to look for a job.

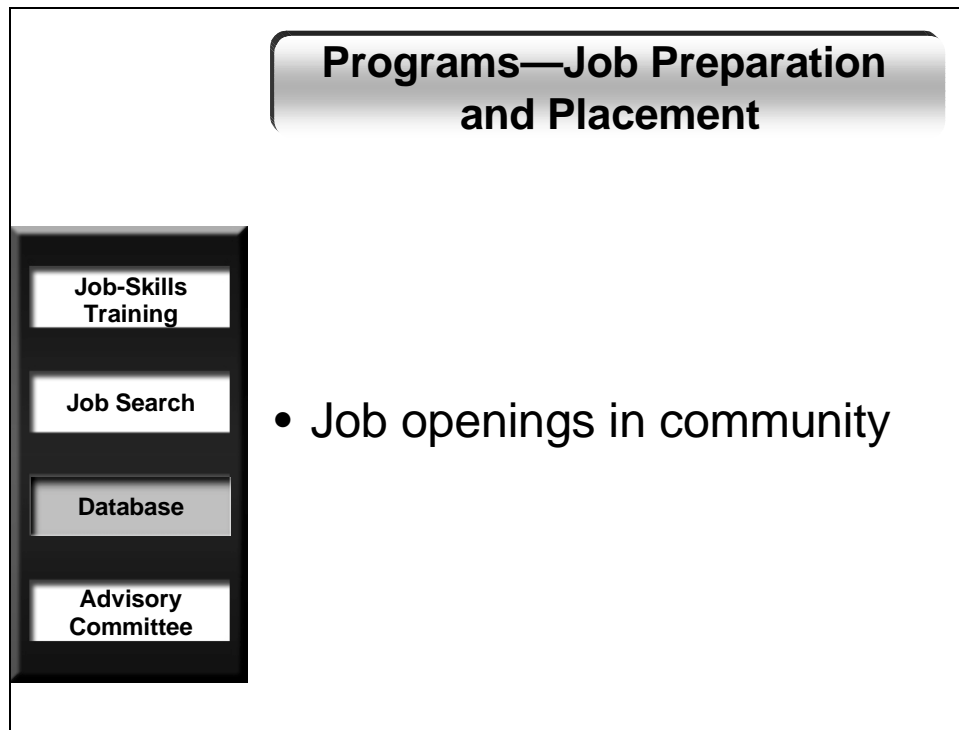
The factor most likely to produce a successful job preparation program is the availability of real jobs to those who complete the program. If “job prep” is to be a focus of the Neighborhood Networks center, consider forming partnerships with local employers.

Local employers can tailor the types of training offered, software selection, and program emphasis to the types of jobs that are available.

There is no better motivation than the promise of a job after a resident successfully participates in an employment program at a Neighborhood Networks center. A successful technique proven to be particularly motivating in engaging adults in job preparation courses is to present them with promised employment after successful completion of the job training course.

Job Placement

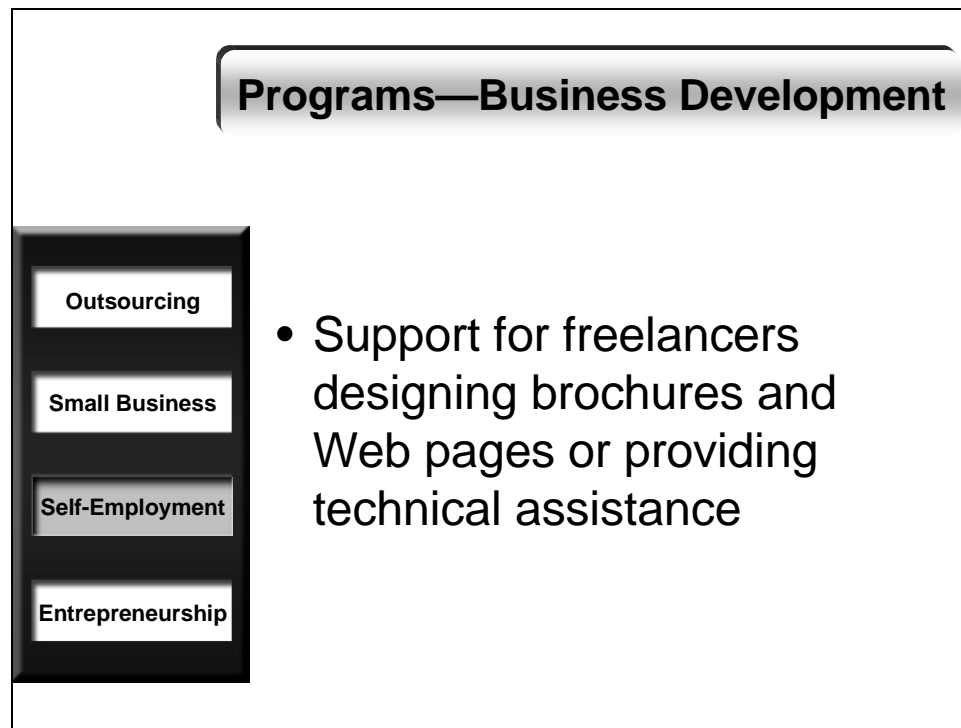
As in adult education, a focus on job placement works best with collaboration with existing resources in the community. To many residents, job placement activities are only as good as the job offered.



Other important considerations for job placement programs include:

- ❑ The Neighborhood Networks center may want to develop a database of available jobs in the community. Jobs can be researched by the center's governing board or through partnerships. Other sources might include newspapers and local, regional, or national electronic bulletin boards. The Internet contains such Web sites as CareerPath.com (www.careerpath.com), which enables searches of job listings from newspapers in several major cities.
- ❑ Job preparation students may wish to prepare a database of available local jobs and a second database of their own skills and desired types of employment.
- ❑ Centers can recruit local businesses to notify the center of vacant or soon-to-be vacant positions as well as the eligibility requirements.
- ❑ Job openings can be posted on a bulletin board or a community electronic bulletin board, or published in a newsletter or flyer developed by the center itself. Performing these tasks can be assigned to participants in the program.
- ❑ A Neighborhood Networks center can organize and host a job fair and participants can do the research for and implementation of the event. Alternatively, residents can be encouraged and prepared to attend job fairs sponsored by other agencies in the community.

Electronic Commerce



Electronic commerce is a term used to describe a variety of business activities that can be conducted at a Neighborhood Networks center using the resources available. Residents can set up a “home office” of sorts in the center by using the center’s computer, printer, and fax machine to support their own business. Different varieties of “e-commerce” are described below:

- ❑ Outsourcing is an activity in which the center, or a group of residents, is hired by an organization or business to undertake a task it usually performs itself, such as payroll processing, data processing, or inventory. For a fee, the center might perform tasks for local businesses, government agencies, community-based organizations, and schools, thereby employing residents to do the work and earn income. The revenue produced through outsourcing is shared with the center.
- ❑ Small business support is an activity in which the center is made available to residents to support their business operations. For example, the center can provide access to computers for accounting, tracking inventory, billing, and advertising.
- ❑ Self-employment involves residents who use the center to perform work for a fee, such as designing fax sheets, producing brochures, providing technical assistance to establish a computer system, or creating homepages on the Internet. It is appropriate for the center to be compensated for use.
- ❑ Entrepreneurship is a business activity created by a resident using skills learned at the center.

E-commerce teaches residents computer skills and business skills, which can be a successful combination.

All of the above activities potentially could generate income, raising a few issues to be considered:

- ❑ The National Business Incubation Association offers suggestions for e-commerce for residents. Visit the Web site at www.nbia.org.

- ❑ The center is likely to need new or additional equipment and the latest software so residents can compete in the marketplace.
- ❑ Teenagers and young adults could work with the center to fulfill business contracts, learn business skills, and develop relationships with the business community.
- ❑ Both the Neighborhood Networks center and residents can be income producing, so the center should establish a method of sharing profits.

Developing a Pilot Program

It is important to remember that many of these programs may appear difficult to create and implement. Program planners may worry about the decisions they have made. The reality is that a program's strength depends on resident interest and perceived level of success. Even if the data from START indicated a multiplicity of interests and needs, it is probably wise not to try to do everything at once. Plan one or two programs and add public access time.

To ensure that the initial programs are successful, consider a pilot program. The pilot should be a few sessions of the actual program and it should be tested on a smaller class. If the program works with a few residents, consider expanding it. By piloting a program and telling residents that it is being tested before being fully implemented, there is not as much pressure to succeed and residents will maintain their level of trust in the center's programs.

New Program Implementation

After analyzing the first-year programs and deciding the programming schedule for Year 2, it will be necessary to implement these new programs.

Program Marketing



One of the best ways to attract residents to a new program is effective marketing, or outreach. Since you designed programs to fit the needs and wants of residents, make sure they know about them. It is possible to publicize programs through a resident newsletter or with fliers distributed throughout the property. Handing them out by going door to door gives you an opportunity to tell residents about the program and the center as well.

Program Staff

Now that you have succeeded in developing new programs for your center, it may be beneficial to hire new staff members to assist with the programming. If your center will offer a new adult job training program, it may be possible to hire someone to teach the class. If you have developed a new program for children, a new staff member may be a great asset.

Maintaining Programs

Now that your center has been serving the community for more than a year, it may prove more difficult to maintain sustainable programs. Keep these points in mind when considering program sustainability:

- ❑ The programs should be aligned with the center's mission statement and goals. The mission of the organization is its overall purpose in the community to serve the residents. During strategic planning, planners work from the mission to identify several overall major goals that must be reached and that, in total, work toward the mission. Each program is associated with achieving one or more strategic goals and, therefore, should contribute directly toward the mission as well. If an idea for a program comes up at some time other than during the strategic planning process, center directors must carefully ask themselves if the program is really appropriate to the mission of the organization.
- ❑ The programs should be aligned with the center's strategic planning. Depending on the nature of the center, strategic planning typically includes review of the organization's vision, mission, values, overall issues, and goals. Goals associated with services to residents often become programs, and strategies to reach those goals often become methods of delivering services in the programs. Because programs must be tied closely to the nature of the organization's mission and its goals, the program planning process should also be closely aligned to the organization's strategic planning process. Typically, at a point right after the strategic planning process has identified strategic goals and issues, a team of planners can draft a framework for how strategic goals can be met. This framework is often the roadmap for a new program.
- ❑ Involve board members in program planning. Now that your center has matured, you can ask your board to take a more active role in maintaining programs. A major responsibility of board members is to set the strategic direction for their nonprofit. Therefore, board members should be highly involved in the strategic and program planning processes in the nonprofit. However, staff members might be strongly involved in determining how services will actually be delivered in the program.
- ❑ Involve the residents as much as possible. One can embark on a wonderful program planning process that has all the right parts, but if key residents aren't involved to provide perspectives from the program user's point of view, the organization may build a beautiful ladder that is on the wrong roof. Therefore, involve residents as much as possible in initial ideas for a program. Discuss with them your perceptions of their unmet needs. Verify that these needs actually exist and how they would like their needs to be met. You might have representatives from residents' groups review the final draft of your program plan.
- ❑ Note that this involvement of residents is a critical aspect of the marketing process, specifically marketing research. If residents are strong supporters of your programs, then you are on your way to sustainability.

- ❑ Do not worry about developing a perfect program plan. If the center involves the right people, and everyone participates wholeheartedly and continues to reflect on their experiences, then the center will develop programs that fit the needs of the residents. Residents become happier when they are able to participate in the program planning process and use those programs to build their skills. A strong first run of a class leads to a sustainable, long-term program for your Neighborhood Networks center.

Ensuring Successful Programs^{*}

Your center has been up and running for at least a year now. Programs have been designed and are being delivered. People are dropping by to use the services the center offers. You, the staff, and the center's board have worked hard to create a vibrant place for residents and community members to meet and learn. You know that some of your programs need improving and that you would like more people to visit the center. How can you ensure that if you revise a program, it will attract the people you are trying to reach? How much revision is needed to a program and what should be changed? How exactly do you determine which programs need revamping?

Keep in mind that a center's programs are evolutionary. As the center grows and develops, programs that residents previously enjoyed may become poorly attended. This does not mean that the center is no longer needed, but rather that the users are ready for more advanced courses, a testament to the center's success. It could also mean that there has been a turnover in residents who wanted such courses and the new residents have different interests or needs. There are multiple reasons why programs may have lost their appeal, which is why the center must continually assess the programs it is delivering to its target population.

This requires knowing your residents, community, and neighborhood as well as the center's capabilities. One way to know if you are meeting needs is to measure program outcomes. This section will discuss program outcomes and give examples of ways in which you can determine if your center has a successful program or if a program needs revising.

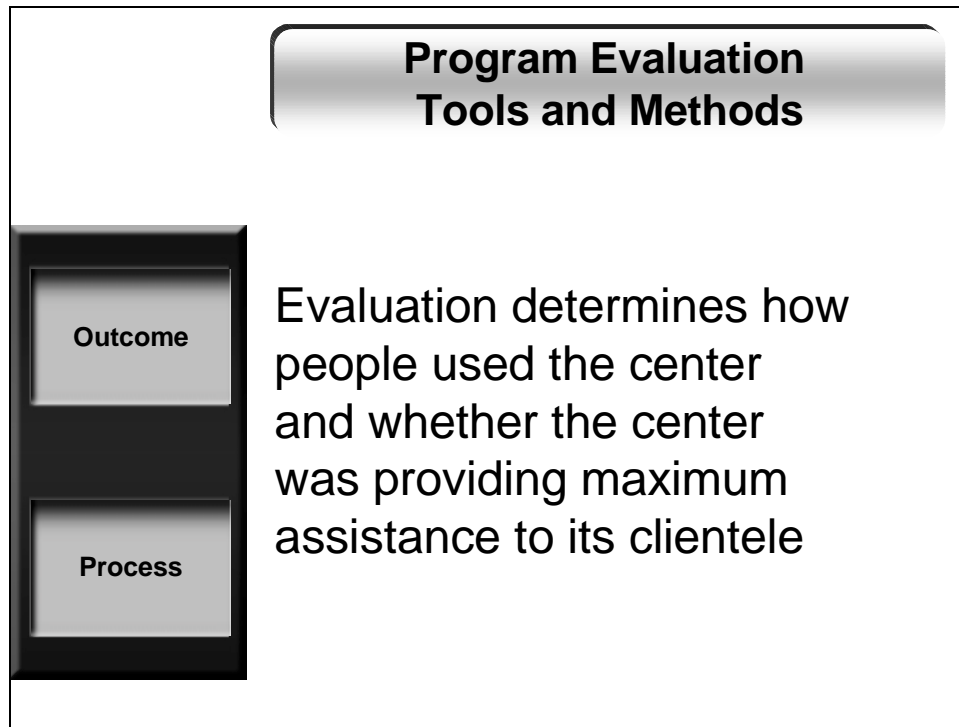
In Year 2 and beyond, centers usually develop new programs to keep their users excited about learning. For example, now may be the time to introduce a preschool program or an e-commerce class. This section will give you ideas for new programs and suggestions for implementing and marketing the new courses you design.

Ensuring successful programs is the heart of a Neighborhood Networks center's work. The community and neighborhood directly benefit when a center invigorates its residents with an excitement for learning and using today's technology.

^{*} From *Beyond the Basics*, Section 6.

Program Evaluation

Center Evaluation



One way to evaluate the successes of programs is to measure their outcomes. A center offers many programs over the course of the year, but the most popular courses tend to revolve around building basic skills and job preparation and placement. Here are some examples of measurable outcomes for your center for Year 1:

- ☐ Number of interviews offered to residents (regardless of job offers).
- ☐ Number of jobs obtained by residents that resulted from participation in programs.
- ☐ Number of residents working on GED, ESL, or other certification classes.
- ☐ Number of children participating in programs.
- ☐ Number of adults participating in programs.
- ☐ Number of seniors participating in programs.

Because each center is unique, there are many more qualifications that can be listed as measurable outcomes. Make sure to measure outcomes of successful programs and those you wish to restructure. These outcomes are important to record as they show how well the center is performing.

Analyze the results of your evaluation:

- ☐ **Where did the center perform well?** Some programs excite and motivate residents more than others. If your center excelled at certain programs, try to understand why they worked so well. Think of these ideas as success stories for the second year of program development. Note why programs succeeded and how these standards may be able to be transferred to new and existing programs.
- ☐ **Where did the center perform poorly?** Every center has programs that are not as successful as anticipated, but they provide ideas for how to create and manage new

programs or reinvent old ones. Note why these programs were not as successful as others and how this will change your outlook on the programs for Year 2 and beyond.

- ❑ **What objectives were not measured?** Centers should not try to create too many programs during the first year. Possibly, your center did not have any residents complete the GED program or secure a job interview. Perhaps children did not participate in the center's programs. Consider the programs that might have attracted these residents or produced the desired outcomes. These ideas may fuel the creation of new programs in the future.

Course Evaluation

When you evaluate course offerings, consider the logistics of the programs. Why were some courses more successful than others? Here are some ideas why residents may have preferred certain courses:

- ❑ **Course length.** The course may have been too long or too short. Some residents see a course that runs for 2 hours and rule it out without considering it.
- ❑ **Schedule.** Some residents have busy schedules and can only use the center in the evenings or on weekends. Investigate and hypothesize if some courses were more popular because of the times they were offered.

Resident Evaluation

Not only should you evaluate the center's programs, but residents should also do the same. This can be done formally, through a survey, or informally, by speaking with residents who frequent the center. Ask them the same questions about programs that were successful and programs that did not meet expectations. Make sure you understand why they think certain programs took off more than others, because the popularity of programs will impact whether residents use your center and that impacts the center's ability to meet its goals.

Also consider program influences. Some programs may have been marketed—promoted—more than others. Consider the effect of highlighting programs and how this affected program attendance and success.

Community Evaluation

Finally, speak with community stakeholders as they are the indirect recipients of your programs:

- ❑ **Local employers.** Some programs prepare residents for employment. Speak with employers in the community and see if the center's programs have had a direct effect on their business or organization.
- ❑ **Schools.** Many schools are able to teach only limited computer skills. Some center programs build children's basic computer skills. By communicating with officials from the local schools, it is possible to see if these programs have been successful.
- ❑ **Senior centers.** Some center programs focus on building seniors' computer skills. Talk with senior center staff (or an equivalent organization) to see if seniors have more computer skills.

Recording the results of the evaluation will help the center staff know what programs to focus on in the coming year.



Activity

Practical Application Exercise

Based on the results of a resident needs' assessment, discuss which types of programs a center should create.

The Willows apartment complex, with 175 units, is located just outside the city limits of Phoenix, Texas. It is owned by TJ Willows, Inc., and currently managed by Debbie Cole & Associates. At the end of 2001, the managing firm researched the property demographics. Resident statistics, as of that time, are as follows:

Resident Statistics	
Characteristics	Number of Residents
Age	
Children 0–6	12
Children 7–13	21
Children 14–17	36
Young adults 18–20	14
Adults 21–61	216
Adults 62 and older	111
Total	410
Race	
Black	98
White	123
Hispanic	173
Other	16
Total	410
Single-parent head of household	
Female	231
Male	96
Total	327
Residents with disabilities	
Physical	180
Mental	107
Total	287
Education level	
Some high school	131
High school graduate or GED	135
Some college	16
Two-year college	7
Four-year college	0
Graduate-level degree	0
Total	289
Computer literacy levels (%)	
Minimal	77
Average	18
Above average	5
Resident characteristics	
English as a second language need	135
Adult employment status	
Full time	136
Part time	77
Self-employed	0
Unemployed	40
Public assistance recipients	294
Total	547

More recently, the managing firm performed an informal survey of the residents. Twenty-six percent of the residents responded. The following is a summary of the survey results:

Possible Programs	Residents Indicating Interest (%)
Job skills training/employment	82
Job readiness training	23
Job retention services	5
Job posting, search or placement services	14
Introduction to/familiarization with computers	77
Internet access and access to local services	80
Economic development (microenterprises, small business development)	2
Telecommuting and remote job access training	15
Children's education programs (0–12 years)	8
Youth education programs (13–17 years)	12
Adult basic education/literacy	44
English as a second language (ESL) programs	41
GED/high school equivalency certificate programs	56
Adult continuing education programs	3
Family education programs	8
Children's activities (0–12 years)	8
Youth activities (13–17 years)	12
Adult activities (18–64)	83
Senior services (65+)	61
Childcare	2
Healthcare	94
Personal financial management counseling	31
Other	6

The Willows Neighborhood Networks Center has been undergoing a significant decrease in resident participation in their programs. They are relying on your expertise to help them through this difficult time by offering them suggestions for new programs. When making your determinations, keep in mind the center's demographic information and resident survey results.



Online Resources

Open for Business Manual 1—Winter 2001

www.hud.gov/nnw/resourcesforcenters/open-for-business-manual-1-final.pdf

This publication was developed by HUD to assist in the planning and development of Neighborhood Networks centers.

Funding Educational Programs at Neighborhood Networks Centers—Fall 2000

www.hud.gov/nnw/resourcesforcenters/nnwguide022.html

Helping Residents Achieve Self-Sufficiency: How to Design and Deliver Career Growth and Advancement Assistance—Fall 2000

www.hud.gov/nnw/resourcesforcenters/nnwguide021.html

This resource provides Neighborhood Networks centers with guidance on helping residents find careers. It suggests how to work with residents and job placement providers to identify companies, industries, and occupations that offer employees the potential to acquire transferable skills sets, achieve career advancement, and become self-sufficient.

Lifelong Learning From 8 to 80: Creating a Lively Learning Environment for Seniors and Young Adults—Fall 2000

www.hud.gov/nnw/resourcesforcenters/nnwguide020.html

This guide focuses on educational and social service programs for seniors. It describes senior programs at three properties receiving HUD assistance in Portland, Oregon. These senior communities provide insights and experiences that other Neighborhood Networks centers can use to develop and expand senior programs so that seniors can continue to play active roles in their communities and contribute to their neighborhoods.

How to Design and Deliver an Effective Outsourcing Program—Fall 2000

www.hud.gov/nnw/resourcesforcenters/nnwguide019.html

This guide provides Neighborhood Networks centers with guidance on how to help their residents take advantage of local employer subcontracting practices to create new businesses and jobs for the community. Many companies hire other companies to assist with tasks because they lack staff, time, or expertise. This subcontracting process is known as “outsourcing.”

Healthcare That’s Very Close to Home—Winter 2000

www.hud.gov/nnw/resourcesforcenters/nnwguide018.html

This guide provides a case study on Plumley Village, a 430-unit, federally subsidized family housing development in downtown Worcester, Massachusetts. It focuses on overcoming barriers that prevent individuals from receiving medical treatment. The guide demonstrates how Plumley Village Health Services has made it easier for residents to receive healthcare services.



Presenters Biographies

Michelle Thomas has more than 10 years of experience in training, program management, and community relations. Her background includes housing, college and university administration, and the military. She has created academic enrichment programs for children in public housing; developed numerous partnerships between universities and local organizations to support programs for low-income residents; managed welfare-to-work pilot partnerships between three local and state public agencies; written many procedural manuals for public housing authority departments; delivered diversity training workshops to faculty, staff, and students; created and delivered leadership development training modules to student leaders; coordinated large-scale special events and speaking engagements, including conferences, leadership development trainings, lectures, and cultural performances; managed facilities operations for the multisite division of a major university; and written and published numerous articles on public affairs issues for the Internet.

Charles Turner (Washington, D.C.) has more than 15 years of experience in human resources, including training and development, supervision, statistical analysis, and budget management. Turner, a social service coordinator with IRM, Inc., oversees the daily operation of a 10-workstation computer center at the Pedestal Gardens Apartments in Baltimore, Maryland. Through partnerships he established with state agencies, nonprofit organizations, and community groups, Turner has implemented and coordinated Neighborhood Networks programs including adult basic education, GED, and computer training. He previously served as center director for Edmonds & Associates, where he directed distance learning centers, and developed and oversaw policies and procedures for a telecommute center.

Dr. Nicol Turner-Lee (Chicago) has more than 10 years of experience working with both organizations and communities in the areas of local asset mapping, resource mobilization, organizational development and management, and community organizing. Turner-Lee is the executive director and founder of the Neighborhood Technology Resource Center located in Chicago, Illinois. She is also president of Net Consulting Group (www.netconsultinggroup.com) located in Evanston, Illinois, and a current research fellow with Northwestern University's Asset-Based Community Development Institute (ABCD). During the past 10 years, Turner-Lee has served as a consultant in Georgia, Illinois, Michigan, and New York. She has also published several articles on ways to identify, document, and mobilize community assets. Turner-Lee's current focus on technology is related to ways that the asset-based approach to community building can be strengthened through new technologies. Located in both Chicago's West Town and North Lawndale communities, the Neighborhood Technology Resource Center's mission is to use an asset-based approach in the creation of educational, career/enterprise development, and job placement technology programs and tools to prepare users for social and economic self-sufficiency. She is currently providing technical assistance to community technology centers, both citywide and nationally, on technical infrastructure development and organizational development. Turner-Lee has served as faculty at Northwestern and North Park universities and participated in several business roundtables around emerging leadership. She has also presented her work at various conferences for civic, education, government, technology, policy, and business organizations. She is an active member of those professional associations that serve organization and community development specialists. She has a masters degree in organizational development/sociology and a Ph.D. from Northwestern University of Evanston, Illinois.